

School	Arts and Humanities
Program Area	Mass Media/Multimedia
Major Programs	A.A. Mass Media (60-62 credits), A.A. Mass Media- Multimedia Concentration (62 credits)
Review Period	Fall 2012 to Fall 2017
Self-Study Developed	AY 2017-2018
Review Status	Academic Standards Accepted the Program Review Without Contingencies
Program Leaders	Jake Sherlock
Committee Chair	Cindy Henning
Academic Standards Program Review Subcommittee Reviewers	Teresa Authier: Librarian Kim Bender: AVP – Institutional Effectiveness Erin Bauer: Chair of SLA Committee Cindy Henning: Chair of APR Subcommittee Alex Barker: Student Services Representative Sabrina Lane: Administration and Finance Representative Andrea Birkby: 18-19 APR – Anthropology Bryan Wilson: 18-19 APR – Social Sciences

A. Brief Overview of Program

The Mass Media/Multimedia department provides co-curricular, hands-on learning in the production of news media for distribution to unique audiences through multiple platforms including print, digital and broadcast mediums. Established in 1969, this journalism-based program houses Wingspan Student Media, the independent voice of students at LCCC. MMMM coursework supports the production of Wingspan’s various properties, including a cable TV channel, a thriving website, a new podcast studio, a traditional print publication and multiple social media outlets. Students can earn an Associate of Arts degree in Mass Media (a more writing-focus discipline) or Multimedia (a more visual-focused discipline). Our award-winning journalism program is often recognized at the national level, where our students compete against students from top journalism programs at the community college and university levels. Our FTE for 2016-2017 is 30.88, a significant increase from 24.38 the previous year. Our recent graduation rates have increased, with eight students earning degrees in 2015-16 compared to just two the previous two years. The MMMM department has a current transfer agreement with the University of Wyoming’s Journalism and Communications Department.

B. Program Achievements Over the Review Period

The most significant achievements in our program can be found in the award-winning journalism produced by our students. Most recently, Wingspan student journalists won first place for general excellence for the 2016-2017 school year in the American Scholastic Press Association’s annual Newspaper Review and Contest for the 27th year in a row. Wingspan’s special section on the November general election also was honored with Best Local Election Coverage. Wingspan placed third in The Society for Editing’s annual headline writing contest, the fifth year in a row that Wingspan journalists have placed in the top three. LCCC is the only community college to ever place in the top three in this competition. Wingspan took second place the previous year.

MMMM/Wingspan alumni can be found all over Laramie County, Southeast Wyoming and beyond. A few notable recent alumni include Cody Tucker, the former editor of the Douglas Budget who won the 2016 Young Journalist of Year award from the Wyoming Press Association; Brooke Rogers, now a journalist with National Review; Erica Klimt and Kristine Galloway, currently a copy editor and designer

and education reporter for the Wyoming Tribune Eagle, respectively; and Ike Fredregill, a reporter for the Laramie Boomerang. Our program routinely places students in media jobs throughout the region.

Additionally, we have kept up with recent industry trends in digital communications through the development of a new website, branded social media accounts on all major platforms, a new podcast studio, an email newsletter, and a weekly broadcast news series.

C. Mission and Values

MISSION:

The mission of the Mass Media/Multimedia Department is to train students to gather, process, and disseminate information through a variety of channels for a culture reliant upon access to ethically produced news and diverse opinion. Students studying mass media write, edit, photograph, design, and publish. In the multimedia curriculum, students disseminate information through new media. Combining text, images, audio, video, interactivity, and social media for projects, students identify avenues to communicate while taking advantage of always-evolving new media. Through the student media organization, students develop the skills, knowledge and practical experience necessary to either transfer to a bachelor's program or join the workforce after completion of the associate of arts degree. The department will instruct students in:

Media literacy;

The role of the press in a free society;

Legal rights and ethical responsibilities of media;

Cultural effects of media practices;

Delivery systems;

Professional training for careers requiring media skills including critical thinking, research and interviewing, writing, and visual and auditory communication.

VALUES:

Innovation

A culture that fosters the free expression of ideas and the responsibility to publish media that is ethically sourced, analyzed, and disseminated; and

Facilities that support current pedagogy and a dynamic learning environment; and

Professional development opportunities for faculty to deepen knowledge and expertise in current best practices of our field, and to stay on top of changing technologies, and how they integrate into professional communication industries; and

Faculty who are committed to helping students learn the necessary textual, visual, and production skills needed in the 21st century; and

Leverage MMMM's institutional and Foundation scholarship dollars to actively recruit and retain students with an interest in media-related fields.

Collaboration

Provide high-quality journalistic content that is ethically sourced and produced to the campus that informs the college community and gives students the opportunity to collaborate with other students, staff, and faculty to craft independent news reports.

Partner with journalism industry groups like the Society for Professional Journalists, College Media Association, Associated Collegiate Press, Wyoming Press Association and others to provide opportunities for education and to gain practical experience.

Strengthen relationships and partnerships with campus support areas (advising, career center) and with outside stakeholders (UW, Wyoming Press Association.) to ensure that our students have clear guidance and pathways toward transfer or careers.

Rigor

Develop student expertise in written and visual communication, media literacy and critical thinking, ethics and laws concerning the publication of content; current trends in print and digital publishing; and the role of a free press in a democratic society.

D. Program Competencies and Outcomes

Program competencies

- Produce and critically evaluate works for print, broadcast, and online media audiences for accuracy, fairness, clarity, style and grammar, and numerical/statistical application.
- Apply U.S. principles/ethics and laws of freedom of Speech.
- Demonstrate understanding of concepts and theories for presentation of images and visual information.
- Produce media presentations for print and digital dissemination using appropriate technologies.

Operational outcomes

- Increase graduation rates by identifying student needs and providing the necessary strategy and support
- Improve collaborative efforts with on-campus student support services and with off-campus stakeholders by creating an advisory committee to help us support, assess, and improve the MMMM program
- Implement, disseminate, and improve dynamic, experiential pedagogical strategies to help students build portfolios, resumes and confidence on the way to graduation.
- Network with industry stakeholders and the LCCC Career Center to provide a pathway to paid internships, part-time and full-time job opportunities for current students and graduates.

b) Our program competencies match our program values in that we value students' ability to produce high-quality journalistic content for the development of portfolios and to inform the campus community, and to accomplish this successfully, students need the ability to produce and critically evaluate media; they need to know their rights and ethical responsibilities; they need to understand the power of visual information; and they must be able to master the necessary technology to push their works to an audience.

c) Our program values collaboration with a variety of internal and external stakeholders as we build community around our journalism (i.e. our engagement with our audience), our students (i.e. our ability to support them and see them succeed) and our program (i.e. our engagement with stakeholders to ensure our curriculum, technology and operations are meeting industry demand). This emphasis on community-building collaboration is key to all of our operational outcomes: Increasing graduation rates, improving collaborative efforts for student journalists, regular review and improvement of pedagogical practices, and networking with industry are all designed to help students complete degrees and launch successful careers.

E. Abbreviated Summary of Program Data (KPIs)

Program Demand:

While the program's number of participants runs at an average pace with a three-year average of 128, its number of "concentrators" enrolled has increased from 34 declared majors in 2012-13 to 71 in 2016-17, more than doubling the number of declared majors over four years. However, its annual FTE is in the low range with a three-year average of 27.

Student Success:

The program realized a middle-range graduation rate for concentrators with a three-year average of 30%. It performed in the lower range for its three-year average course success rate at 65% and the number of degrees/certificates at 5.

A deeper analysis into student completion and persistence using additional IR data shows that students who took MMMM courses over the three-year average went on to earn degrees in many other fields. A total of 271 students who took MMMM courses graduated with a degree or certificate over the three-year average (the highest result being a general studies degree with 45 students completing). IR data also show that 79 percent of students who take MMMM courses in the fall go on to take additional courses in the spring semester. Of the students who take MMMM courses in the spring, 67 percent are likely to continue the following fall semester.

Transfer Preparation:

The program had a strong performance for its university matriculation rate with a three-year average of 40% and a current year rate of 62%. For program concentrators, an IR report showed that 45 percent of concentrators between 2012 and 2017 are known to have either graduated or transferred.

Program Efficiency:

The program operates in the middle range for average credits to completion with a three-year average of 66 credits. However, it operates at the lower range for average section fill rate with a three-year average of 54% and for core expenditures per FTE with a three-year average of \$7,729.

The program faculty believe that there is a flaw in an important metric, the MMMM program's 54 percent fill rate. This fill rate is erroneously calculated by assuming that each of the 8 Production classes (Multimedia Production I, II, III, and IV) and Publication Production I, II, III and IV) can hold 25 students each. As these sections are stacked classes that are all taught at the same time, this assumes that the enrollment cap for one stacked course is as many as 200 students. The maximum capacity in the Multimedia Lab, FA 160, is 15 students. A recalculation of enrolled students for spring 2017 (115) vs. a total cap of 197 students (which assumes a 25-person cap for all 8 Production courses) comes to a fill rate of 58 percent. It should be noted that the data in the enrollment report only counts the sections that include one student, which in spring of 2017 included Publication Production I, II and III and Multimedia I.

F. Accomplishing the Program's Previous Action Plan Goals

Because the previous program review process did not require recommendations or development of action plan goals, there were no action plans for the program to monitor. The last time the MMMM program underwent program review was 2005, and no action goals were specified in that report.

G. Summary of Review Action Plan Goals

MMMM program faculty first decided to prioritize important institutional tasks that will help us “play catch up” with projects that go hand-in-hand with completing program review. The action plan to complete the vetting process on MCORs and the establishment of an advisory council are necessary for successful program review.

The analysis of program requirements and sequencing led to the discovery that the program has a duplicative requirement for cultural awareness courses that could be fulfilled with one existing class, freeing up credits for expansion of curriculum to potentially include a foreign language requirement. This is also related to our long-standing goal of acting on the 2016 consultants’ report and begin building more broadcasting opportunities in sports journalism to the current program and curricula.

Action Plan Goals in Aquila planning management appear below.

Goal One: Formation of an Advisory Council

In order to meet two of the department's operational outcomes,

- Improve collaborative efforts with on-campus student support services and with off-campus stakeholders by creating an advisory committee to help us support, assess, and improve the MMMM program
- Network with industry stakeholders and the LCCC Career Center to provide a pathway to paid internships, part-time and full-time job opportunities for current students and graduates.

The MMMM department intends to form an Advisory Council in spring 2018 made up of key stakeholders, including representatives of the following groups:

Student Services

Non-MMMM faculty

Current, past and future MMMM students

LCCC Foundation

Adjunct faculty

LCCC athletics

Professional news, advertising, public relations and communication media

Wingspan advertisers

High school journalism programs

UW Communication and Journalism department

Goal Two: Revision of Scholarship Criteria

Because students will no longer enjoy the benefit of a flat rate for full-time tuition, the MMMM program seeks to revise its scholarship criteria to no longer require students to enroll in one of the eight stacked Productions courses in order to receive an institutional scholarship. The goal of these scholarships is to encourage participation in Wingspan Student Media, and new criteria will be developed early in spring 2018 that will continue to incentivize participation in student media. The MMMM faculty strongly believes that regular participation in Wingspan Student Media develops the skills, study habits and

portfolio opportunities students need to be successful in the job market or in transferring to a bachelor's program.

Goal Three: Complete all MCORS

There are several MCORS still in the vetting process. We hope to make any necessary changes and have those vetted by the Academic Standards Committee by the end of spring 2018.

Goal Four: Develop More Broadcast Opportunities

In 2015, the MMMM program won an Innovation Grant that was used to hire a program consultant who evaluated the MMMM program's curriculum, facilities and physical assets, compared it to the regional competition in states bordering Wyoming, and provided a set of recommendations for growing the program. The primary recommendation in that report was to increase opportunities for broadcast through live broadcasts of sporting events. Over the next several months, the MMMM program faculty will work with the dean of Arts and Humanities to enact the recommendations to increase sports broadcast opportunities and incorporate those into the MMMM curriculum.

Goal Five: Review and Revise Curriculum Requirements

In building and examining the MMMM program curriculum map, we found an opportunity to collapse two requirements into each other -- MMMM 1000, Intro to Mass Media, is a general education class that counts as a cultural awareness credit. MMMM majors are also required to select a second CA credit that is outside of the department. If we revise our curriculum to have Intro to Mass Media count as the CA credit instead of requiring two CA credits, there becomes an opportunity to add another course that could be beneficial for transfer students and to strengthen the AA degree. Presently, the most likely candidate would be a Spanish requirement, but more research and planning is needed to make a final determination.

H. Identified Strengths, Concerns, Opportunities, and Challenges for Student Learning and Program Operations Resulting from the Review Process

a) Student learning

Strengths:

- Strong co-curricular education model that touches a large number of stakeholders and is a unique program not offered anywhere else in the state of Wyoming.
- Strong transfer and persistence rates show that students are learning and taking that knowledge to other institutions.
- The MMMM program teaches students a wide range of skills that are applicable to numerous career fields and transfer programs.

Concerns:

- Funding for expensive production equipment, especially as it relates to broadcast.
- Finding a reasonable workload solution for existing faculty to support expansion of program opportunities.

Opportunities

- Establish more learning opportunities by increasing the number of sports broadcasting opportunities.

- A chance to add a specialization certificate in the form of a sports journalism certificate for students who know early on what they want to do, which also provides a unique marketing opportunity that could increase enrollment.
- A chance to revise curriculum to eliminate duplicative requirements and give students a wider range of learning, especially as it relates to transfer students.

Challenges

- Improving course success rates and completion rates for concentrators so they earn a degree before they transfer.
- Developing scholarship criteria that will continue to support active involvement in Wingspan Student Media without requiring class enrollment beyond requirements and elective options.

b) Program operations

Strengths:

- Strong monetary support in the form of institutional and foundation scholarships, student salaries and a work-study position.
- A good base in operational facilities, production and digital broadcast equipment.
- A good, varied network of stakeholders who can become advisory council members.

Concerns:

- Workload of instructional faculty is high given the requirements of supervising and advising Wingspan Student Media

Opportunities

- The establishment of an advisory council will provide students with better opportunities for paid internships and jobs.
- The establishment of a sports broadcasting program that has the potential to not only improve student learning opportunities but could help positively grow the reputations of the athletics department and the college as a whole in the community.
- Several area universities identified in our recent consultant report that are great opportunities for establishing transfer agreements, giving students more opportunities beyond LCCC.

Challenges

- Securing funding for high-dollar equipment needs and facility renovations.
- Establishing a strategic spending plan to maximize the program's educational budget.

I. Continuous Improvement: Follow-Up Reporting and Planning for Strengthening Program Performance

To be consistent with its continuous improvement processes, LCCC includes follow-up action planning in its academic program review activities. Program review includes a peer-review step where an Academic Standards Subcommittee for Program Review rates program performance using an Academic Program Review Rubric. Programs perform well on the majority of self-study sections, but occasionally the rubric rating identifies a few areas that need additional attention. For these situations, the program review process includes a structured follow-up planning phase to support program strengthening of these areas.

In early May, after programs have had their self-studies peer reviewed, the Academic Standards Committee notifies those programs that are to participate in additional continuous improvement planning. Academic Standards accepted the Mass Media/Multimedia program review without contingencies, so it was not required to submit follow-up action planning.